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ABSTRACT

This paper describes how a large school district in suburban Atlanta, Georgia dealt with the challenges presented by the relatively sudden influx of a large number of highly heterogeneous limited-English-proficient (LEP) students. The eight most critical specific problems that underlay the assimilation of the new students included the following: a lack of proper assessment techniques; a largely negative categorization of the limited-English students by both students and teachers; low expectations; a lack of strategies to deal with the problem; a lack of multicultural awareness; almost no parental involvement in the classroom; a lack of community support; and too large of a student-teacher ratio in content area classrooms. Half of these problems must be solved through administrative action or planning by lowering the student teacher ratio in classes with larger numbers of LEP students; securing more and better evaluative materials to allow for a more effective assessment of each student; building greater community support programs for LEP students; and promoting greater parental involvement. The other half of the solution requires professional development for teachers, including: cultural sensitivity training; success orientation training; and training to use practical strategies and methods. Attached are appendices that could be the focus of training in the use of practical strategies and methods. Forms include: ESOL Strategies Used in Content Area Courses for Vocabulary Enrichment/Expanding Comprehension; ESOL Strategies at the Beginning/Intermediate/Advanced Level; Program Models and Approaches of Instruction for LEP Students; and List of Some General Problems and Solutions. (Contains 16 references.) (KFT)

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Selected Strategies and Activities To Provide Challenging Instruction to ESOL Students in Content Area Courses

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DeKalb County School System
November 1999

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The Situation

An suburban area school has had an influx of population whose native language is something other than English. The new students behave differently from the rest of the students and have brought with them a variety of skills and knowledge levels. Some of them don't speak English at all. Others are somewhat fluent in English but can't read even in their native language. Some of the students had a good education in their countries, the others didn't. Upon their arrival, each student was tested to determine their level of English proficiency. The evaluation used focused on the students ability to converse in English and to read simple text. As a result of the evaluations, those judged to have sufficient English proficiency were mainstreamed into the regular classes. Those with limited English proficiency were placed in ESOL for part of the day and mainstreamed for two or three periods of the day. Sheltered ESOL classes were provided for those that had no English proficiency.

In the end, many regular classrooms have up to 10 or 15 limited speakers among their students. Since few of these students speak English well, it is hard to distinguish who knows what. As a result, the classroom teachers are overwhelmed with the challenge and are often asking for help from the ESOL teachers. There are ESOL classes but not enough are available to help all of these students. This creates a significant problems for teachers and administrators. There are violent clashes between students of dominant and minor cultures and the sense of overall misunderstanding. Though there are special reading elective programs for them, graduation rate among minority students are very low. They score poorly on standardized tests and only a small percentage of them pass the Georgia Graduation Test. Even if they excel in the ESOL classroom there is no support system for them in the content area classrooms to promote growth.

The Focus Problems

By examining the situation described above, specific problems appeared to underlie the assimilation of the new students into the educational program at this high school. The eight most critical problems identified were:

1. **Lack of proper assessment techniques**. Since little is known about each student except some information about basic English proficiency, it was difficult to properly place the students and to develop an effective educational program based on their needs.
2. **Categorization of the students**. Teachers and "American" students tend to draw negative generalizations about the culture and abilities of the new students due to their difficulties in class. This has resulted in some harassment and ridicule of the new students by the other students.
3. **Low expectations.** Since the new students have difficulties completing assigned homework, participating in class or performing well on tests, many teachers have begun expecting poor work from these students and, consequently, have begun to push them less to do well.
4. **Lack of strategies.** Many teachers are further frustrated because they have been successfully teaching for years and have a good idea of what works. Relying on their traditional techniques, they have had difficulty engaging the new students. Being unaware of alternative techniques that could be used, perhaps more effectively, they continue using what they know and rationalizing the failure of their limited English proficiency students.

5. **Lack of multi-cultural awareness.** Most teachers have received little, if any, training in working with students in a multi-cultural background. Sensitivity to students cultural needs and perspectives is necessary in such a situation. This is the first step toward helping ones students to understand that there are cultural differences among people and that something that should draw interest, not resentments and negativism.
6. **Almost no parental involvement in the classroom.** Because of their limited English proficiency, many of the parents of the immigrant students are not able to actively participate in the education of their children. Such simple things as attendance at a PTSA meeting or a phone call from the teacher require a translator.
7. **Lack of community support.** Traditionally communities are ready to help with any number of problems in local schools. Traditionally, however, assisting in the acclamation of immigrants has not been one of the problems that traditional community support groups involve themselves in. An immigrant situation typically requires the involvement of specialized community groups who have an interest in the concerns of immigrant families.
8. **Student teacher ratio in the content area classrooms.** No concessions have been made in terms of class size for the classes that were most affected by the influx of the immigrant students. As a result, the teachers in these classes are simply having to do more work with the same resources than they have done before.

The Plan to Solve the Problems

Half of the problems identified above can be solved through administrative action or planning.

Certainly the administration can lower the **pupil teacher ratio** in classes that have a larger group of mainstreamed limited English proficiency students. This also raises the issue of how best to manage the larger curriculum with such a strong multi-cultural element to serve. This is a situation in which an administration that had vision would begin a reevaluation of the school's mission and then the entire curriculum. For the administration to go beyond efforts to improve the current situation there is a great deal of research support including C.E. Sleeter's "Restructuring schools for Multicultural Education." Sleeter suggests that it is time for schools to begin working with rather than against what he calls "oppressed peoples." Additionally, many models for developing a multi-cultural curriculum and teaching limited English proficient students have been available for over a decade.

As well, evaluative materials can be administratively secured in order to allow a **more effective assessment** of the skills and knowledge of those students who have some English proficiency and, perhaps, even those who do not. Certainly Farr's research suggests a variety of approaches that would enhance the evaluation of LEP (limited English proficient) students in house. (Farr, 1992) A good source for information about the variety of reading assessment materials available can be found on the Internet at http://www.indiana.edu/"eric_rec/index.html.

Regardless of their country of origin, there are often **community support** groups available to help. These groups must be approached and partnerships developed to help manage aspects of both the educational and general problems of these students. Research by Sharon Nieto suggests that this is not an easy partnership to develop but goes on to suggest that the development of a

relationship with only one community support group greatly increases the potential of the school to better serve their students. (Nieto, 27, 1992)

While community support groups might also assist in the promotion of **parental involvement**, the school administration can do much to help. Strong guidelines for the development of a parental involvement program are suggested to include cultural events and activities that involve students and families, written communication in the language of the home, designated school personnel who contact the home in the language, handbooks and other literature in the language. (Correa, 1989) Certainly administrators are able to aid by the identification of interpreters, and the translation of school forms such as disciplinary forms, newsletters and course requirements into the students' native languages. As well, individuals proficient in a variety of languages should be made available to call non-English speaking parents for teachers in order to explain problems, procedures or transmit information.

The other half of the solution requires professional development in order to help the teaching faculty become more culturally sensitive, to help they to become more success oriented and to help them to develop and use more effective educational strategies and methods. Ismat Abdal-Haqq suggests that teacher professional development is a keystone to improving an instructional program. He further provides guidelines for the development of effective professional development activities and how school districts can find time for teachers to receive training. (Abdal-Haqq, 1998) The ideas suggested by Abdul-Haqq are, of course, not new. Even more extensive guidelines were provided in 1981 by Woods, Thompson and Russell. This 1981 study places an emphasis on setting clear goals for professional development and providing follow-up activities and on-call assistance to teachers implementing new techniques, points not touched upon by Abdal-Haqq.

This plan requires the training of teachers in three specific areas:
1. Cultural sensitivity training
2. Success orientation
3. Training to use practical strategies and methods

1. Cultural sensitivity training In this component it is necessary to provide content and skills training that will help teachers to be sensitive to the needs and characteristics of their LEP students. This would include specific information about the cultural and ethnic background about the population they serve.

In an ideal world we all people in the face of the earth know and understand each other. In an ideal world we cherish uniqueness and recognize differences not as a threat but as compliment to our perspectives to be opened wider than before. It isn't the case in the real life. It isn't a case in today's world of schools either. Schools are overloaded with students of special needs and administrators as well as teachers are overworked. In real world principals and teachers are blamed for low test scores, for low performance for violence and so on. Public opinion based on sensation oriented media reports, criticize and puts down educators' work and efforts. For example, Arthur Schlesinger, Jr, writing in 1991 in opposition to New York's Children of the Rainbow curriculum argued that multi-cultural education threatens to divide students along racial and cultural lines, rather than unite them as Americans. (Schlesinger, 14,

1991) While things have changed to some extent, many still fear multi-cultural efforts in education. In this situation it is hard to find creative ways to nurture and nourish the differences, which partially contributes to low test scores, the only measure used to criticize performance nowadays.

Time is changing. Our schools are filled with students whose native language isn't English, or those with other types of special needs, who come from broken families and different ethnic or social backgrounds. Our country has always been a place or a sort of melting pot, where people from all over the world found peace and prosperity. Is it going to stay the same way in the future? Who could insure that but educators working with a multi-cultural perspective in their mind. It is time for school boards to acknowledge the necessity of providing multi cultural training in the schools for teachers and administrators to get them prepared for the next century.

Here is some research based thoughts which needs to be stressed in order to create a good staff development course in multi-cultural training

* Explain what does multi-cultural education include
* Explain content oriented programs in multi-cultural education
  (proponents of this program argue that it is necessary to change the content of the curriculum so that it include heroes from other cultures)
* Explain student oriented programs (Increase achievements of the group and do not change the content of the curriculum)
* Explain the meaning of socially oriented programs (increase all contact among the races and different groups)
*Teachers can eliminate stereotypes by presenting material and activities that stress similarities, not differences
*Bilingualism should be an asset (research supports the idea that bilingualism is associated with higher levels of cognitive attainment)
* Children must be taught about minority groups and majority groups in one and the same way
* It is important to acknowledge that everybody has culture not only those who appear to be different
* Activities should explain cultural context
* It is essential to find ways to reach students. African American students are often judged to be deficient than different. When students who speak other languages than English find out that the way they talk isn't understood or appreciated in school, they become confused and disengaged. Their rejection of the school presages their rejection of the school.
* Teachers should look for a content which is familiar for a student.
* Teachers should understand their own ethnocentricity
* Educators should reinforce family values and work with parents
* Parents should view school achievement as a desirable and attainable goal
* Teachers and students must create shared understandings. Learning mediated by teachers who are affectionate, interesting and responsive has greater power
* Formal assessment should be delayed until teachers and children have built a set of new meanings

* Learning to work collaboratively with students, parents, and other educators
* Collaboration between teachers should stress different ideas and values. Everybody involved in the process should feel equal participant of the process
* Involve bilingual and ESOL teachers as cultural informants to help teachers and administrators to address cultural as well as subject matter requirement for the students
* Involve special education teachers in constructing and developing effective behavior management programs, breaking the learning process into steps, instruct students to use useful strategies for approaching academic content
* In collaborative planning it is important that all teachers are considered as equal within their area of expertise
* During a successful collaborative process
    a. Meeting time is established
    b. Rapport is maintained
    c. Demands of individual setting is discussed
    d. Students are targeted
    e. Data is specified and summarized
    f. Students' information is discussed
    g. Discrepancies between students skills and teachers expectations are determined
    h. System of instructional intervention and monitoring is planned
* When collaborating with parents
    a. Students works are displayed
    b. Cultural events and activities are planned
    c. Handbooks and written forms are available in the languages of the families represented in the schools
* It is essential to designate school personal from whom families could obtain information about school events, students achievements and consensus.

2. **Success orientation** Often teachers consider themselves to be standards oriented in that they have learned a certain standard over the years and now tend to enforce the attainment of that level of performance in all of their students. Teachers should be clearly brought to understand that every child must learn for the school to be successful and that they can learn if appropriate techniques will be used. To some extent, this area suggests a need to change the basic way teachers think about education and how they think about themselves as teachers. We are trying to shift their thinking from that of a barrier a student must get over to becoming an advocate for the success of each of their students. This change in thinking is strongly advocated by both John Golden (1996) and Jim Cummins (1989).

3. **Training to use practical strategies and methods** To some extent it is necessary that teachers reinvent their classrooms and teaching methods to reflect the needs of changing school populations.
Numerous studies suggest new strategies and methods for teaching in a multi-cultural environment. Herein are presented a number of examples of practical strategies and methodologies that will help teachers with LEP students to more effectively assist their students in learning.

Attached are a series of informative and useful appendices that should be the focus of training in the use of practical strategies and methods.

Appendix A "ESOL Strategies Used in Content Area Classroom For Vocabulary Enrichment"
This form could work as an addition to general lesson plans so that a teacher could monitor strategies he/she uses in order to help LEP students performance and build their vocabulary skills

Appendix B "ESOL Strategies Used in Content Area Classroom For Expanding Comprehension"
This form is an aid for content area teachers to design lesson plans in a way that would allow teachers to check and monitor strategies they use as well as find the appropriate approaches for the students in the classroom in order to enrich comprehension skills among LEP students

Appendix C "ESOL Strategies At the Beginning Level"
This list of general ESOL strategies at the beginning level could help content area teachers to modify and enrich their instruction.

Appendix D "ESOL: Strategies At the Intermediate Level"
This list of general ESOL strategies at the intermediate level could help content area teachers to modify and enrich their instruction.

Appendix E "ESOL Strategies At the Advanced Level"
This list of general ESOL strategies at the advanced level could help content area teachers to modify and enrich their instruction.

Appendix F "Program Models and Approaches of Instruction for LEP Students"
Teachers are usually interested in different programs and strategies that school system could have in order to deal with LEP students. In appendix "F" there is a description of each program, how it works and its effectiveness.

Appendix G "List of Some General Problems and Solutions"
This appendix provides a summary of general problems gathered from the research and educational material and suggested solutions that experienced teachers came up with in the content area setting.

APPENDIX A

ESOL Strategies Used in Content Area Classrooms for the Vocabulary Enrichment
Subject_____ **Date**_____

ESOL Strategies	Monday	Tuesday	Wednesday	Thursday	Friday
Drama /Roleplay					
Total Physical Response					
Recorded books					
Storytelling					
Cooperative learning					
Songs/ Music					
Peer Tutoring					
Adult Tutoring					
Computer Aided Inst.					
Audio Visual/Tapes/CD					
Other					
Graphic Organizers					
Exploring word history					
Discovering "Big" Words					
Labeling					
Wide Reading					
Predicting Vocab. Words					

Assessment:
Put the code letter for the assessment to be used to evaluate student performance for each activity selected.

A. participation B. group participation C. quizzes D. test E. portfolio

Seven steps for Vocabulary teaching

1. Building experiential background 2. Relating vocabulary 3. Building Relations 4. Developing depth of meaning 5. Presenting exposure 6. Creating interest 7. Promoting transfer

ESOL Strategies Used in Content Area Classrooms for Expanding Comprehension

Subject_____ **Date**_____

ESOL Strategies	Monday	Tuesday	Wednesday	Thursday	Friday
main idea					
recognize the topic					
recognize supp. detail					
inference					
visualization					
read critically					
peer Tutoring					
adult Tutoring					
computer Aided Inst.					
audio Visual/Tapes/CD					
outlining					
underlining					
setting goals					
summarizing					

Assessment:

Put the code letter for the assessment to be used to evaluate student performance for each activity selected.
A. participation B. group participation C. quizzes D. test
E. portfolio F. evaluate product

Process of comprehension

F..Schema -reader oriented model (prior knowledge)
G..Mental pictures - reader oriented model (constructs present events/novel ideas)
H. Propositional - text oriented model (new information is transformed into propositions)

Outline of Strategy
I. Introduce strategy J. Model the process
K. Guided practice L. Independent . practice and application

Student strategies for constructing main idea
M. Hypothesis N. Read if it supports hypothesis O. If no hypothesis, infer what sentences have in common
P. Create a statement that expresses the hypothesis

Appendix C

ESOL Strategies/ beginning level	Monday date	Tuesday date	Wednesday date	Thursday date	Friday date
use social affective strategies					
use Total Physical Response					
match pictures with words					
label pictures scenes, events					
make word associations					
sort/classify objects and pict.					
visuals introduce stor./events					
use simple language to create mental pictures					
use the Language Exp. Approach					
tell/retell stories to enhance comprehension					
visual clues to enhance discussion					
read stories with picture clues					
use simple cartoon strip dialogues					
read poetry aloud					
use pair and share strategies					
ask who/ what/where questions					
use role playing					
use Reader's Theater					
ask questions to be answered with a word or a phrase					
assist students in task completion by reading aloud					
create/provide sentence expansion activities					
lead group discussions					
ask how and why questions					
use cloze passages					
use multimedia to enhance					
Use computers and laser disks					

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Appendix D

ESOL Strategies/ Intermediate level	Monday date	Tuesday date	Wednesday date	Thursday date	Friday date
use social affective strategies					
use metacognitive strategies					
match pictures with words					
label pictures scenes, events					
make word associations					
sort/classify objects and pict.					
visuals introduce stor./events					
utilize cooperative learning activities					
use mental pictures					
tell/retell stories to enhance comprehension					
visual clues to enhance discussion and manipulatives					
read stories with picture clues					
use charts, graphs and tables to aid comprehension					
read poetry aloud					
use pocket charts					
ask 5 "w"					
use role playing and transfer skills strategies					
use Reader's Theater					
Use riddles and words games to expand vocabulary					
assist students in task completion by reading aloud					
create/provide sentence expansion activities					
lead group discussions					
ask how and why questions					
use cloze passages					
use multimedia to enhance lessons					
Use computers simulations					

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Appendix E

ESOL Strategies/ advanced level	Monday date	Tuesday date	Wednesday date	Thursday date	Friday date
use social affective strategies					
use metacognitive strategies					
match pictures with words and main ideas					
use higher order learning skills					
match word associations					
sort/classify objects/analogies					
visuals introduce stor./events					
utilize cooperative learning activities					
use mental pictures					
tell/retell stories to enhance comprehension					
visual clues to enhance discussion and manipulatives					
read stories with picture clues					
use charts, graphs and tables to aid comprehension					
read poetry aloud					
use pocket charts					
ask 5 "w"					
use role playing and transfer skills strategies					
use Reader's Theater					
Use riddles and words games to expand vocabulary					
assist students in task completion by reading aloud					
create/provide sentence expansion activities					
lead group discussions					
ask how and why questions					
use cloze passages					
use multimedia to enhance lessons/compt. simulations					

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APPENDIX F: PROGRAM MODELS AND APPROACHES OF INSTRUCTION FOR LEP STUDENTS

Program model/approach	Description	Goal of the program	Effectiveness
Dual Language Program	two language groups are purposefully mixed so that they can learn from each other	Develop native and second language literacy . Growth in content area promotion of intercultural relationships	
Instruction on native language	As language proficiency increases the instruction of content material gradually shifts from the native language to English	Develop literacy in native language and master the core curriculum	implementation depends on significantly large number of students speaking the same language
Sheltered instruction	content comprehensible for LEP's Class is made up with students from the same or different language backgrounds and LEP students receive sheltered academic instruction. Curriculum is in English with a lot of visual props, hands on activities, webbing, graphical organizers	Master the core curriculum. Help students in the transitional process	Most appropriate for intermediate and or advanced levels of English Teachers must use content area books that are challenging but at very low reading level
ESOL Instruction	The class is taught in English	Achieve proficiency in the area of reading, writing, listening and speaking	the most effective is if the class is grouped according the level

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ESOL literacy program	enhancement program for those students who acquired English language proficiency at the advanced level. The program is a component of ESOL class.	To achieve complete understanding of demanding abstract subjects at school	Best served students in grades four to nine. ESOL teacher should modify curriculum to make to make instruction comprehensible for LEPs
Submersion is not a program or ESL	It allows non English speaking student to attend classes that are conducted in English, but no support system is provided to make the teaching understand	To achieve academic goals	The students are simply left to sink or swim and usually doesn't do well. This approach was declared illegal in 1974
Volunteers	usually are used when there are no professionals in the school who are trained to teach ESOL	To help students acquire academic knowledge in a strange to them environment	Though volunteers are well trained and have good intentions in mind they often find that there are other duties that they have and can't continue to assist
Peer Coaching	Usually when there is a peer in the school who speaks English and the same native language as the LEP students		It is beneficial as a short terms means of assistance. For the long term English may be delayed because since there is no incentive to acquire if they have a personal translator

Translators	People who speak the students' languages are hired as teachers' aids but end up doing teachers work at very low wages.	To master the curriculum	Are the most abused and ineffective group in bilingual education Though they don't know the content well they end up teaching the students themselves, students often don't listen to teacher, concentrating their attention on translator
Half way bilingual programs	use teachers who are half way to be bilingual. This is used when there is a lot of shortage of teachers speaking the students' language	master core curriculum concepts	Teacher ends to burn up because of the pressure of preparing lessons in two languages
One way bilingual program	teachers in the foreign country are recruited to work on bilingual programs	master content area curriculum subjects	Assists students in learning the content area subjects but since often they don't speak English well it becomes a one way street
Transitional bilingual program	Employed bilingual teachers with the emphases to accelerate assimilation into the mainstream	transitioning the student from the native language as quickly as possible to English	It turned out to be a replacement program where students replaced their native language with that of English. They moved from monolingual Spanish to monolingual English and this led to a dysfunctional behavior, high drop out rates, high referrals to Special Education

Developmental bilingual program	Employs bilingual teachers . Students stay in the program until they can be literate in their own and second language. Instead of replacing first language with English their first language is enhanced and used as a foundation upon which to build English.	To develop academic literacy skills	Students show that bilingualism enhances adaptation to the two cultures and minimize negative dysfunctional behavior
Two way bilingual program	students are segregated according to language and immersed in the second language. Each group begins by being immersed in the other language but with a bilingual teacher who provides supports and positive modeling	to develop fluency and master curriculum	Very successful program in Canada Ideally 50% of LEP are of one language and 50% are English speaking

APPENDIX G: LIST OF SOME GENERAL PROBLEMS AND SOLUTIONS

Problem	**Solution**	**Examples**	**Additional Strategies**
LEP students may be willing to be on task but do not understand the particular demands of the situation	teacher can help by providing clear goals and rules for interaction and but clearly let the students know what is expected and when	"First we are going to talk about the previous assignment then I'm going to ask you questions about the new topic	Clear and explicit closing activities are as important as opening activities
LEP students usually don't participate in class and teachers often misunderstand that they aren't interested if they don't know to answer	Ask questions often during the classroom. Repeat responses and rephrase questions if if necessary.	Why does this happen? How do you think you can change it?	Allow the students to speak and listen carefully to understand what they learned. Questions and answers are time for thinking and talking together
LEP students feel that often they know how to do it, but they don't know how to say it	Use small and large groups to conduct reviews . Ask students to give reasons for the problem.	What do you think will happen next? How do you think you could solve the problem?	Give the student enough time to respond. Wait at least 3 seconds after you ask the question
It is more difficult for ESOL students to link new topics to ongoing discussions.	Teacher should provide sign posts and focus on attention words	What we learned before was ..... Pay attention to this word What do you think it means?	These techniques work well with summarizing discussion
LEP students often don't know right words to answer the sentences that all the rest of the class is familiar with	Identify new and important vocabulary related to each lesson. Post these words on the board. Provide students with concrete connections whenever possible using visual, audio and other aids	T: could you describe this flower? S: it smells well it is red and it is pretty flower T: We can the that characteristics of these flower is the following: What do you think characteristics mean?	Use diagrams and charts to show visually the connections among patterns

Problem	solution	example	additional strategies
Often if students don't express themselves clearly, teacher may not understand them	rephrase response and redirect the question	I know what she means but who can say it another way?	Often teacher will get topic associated answer instead of topic centered answer . Teacher needs to try to find connection
Typical math problem has only one correct answer. Talk during math instruction can help students to develop language skills	Ask question that will encourage discussion about the topic	" how will you do the work?"	Ask children to talk as they are working out on the board. Teacher can ask students to keep a journal for explaining math problems
Though ESOL students love science for it's hands on activities often they can't understand the instruction and verbal connections	Give more explicit clear instruction. Help students develop the vocabulary needed for communication about the abstract and concrete levels of science experiments	"Why did the water change color?" Because I add solution to it. What does this prove?"	Concrete questions and responses include: touch, observe, behave, put Abstract –principle, example, property, explain
LEP students often can't respond to higher cognitive questions	summarizing and reciprocal teaching techniques give them more opportunity to understand the concept and develop linguistic ability	Could you explain the problem? What's the solution of the problem?	Encourage the less successful responder with more questions. Teachers are often reluctant to put unresponders on spot by asking them higher cognitive questions

Problems	Solution	Example	Additional Strategies
LEP students have a difficult time explaining what they mean. Teachers often have to ask them several times to repeat because they don't understand the way students form the phrases	It is important to create the type of classroom atmosphere where everybody can say " I don't understand" If there are a good number of ESOL students in the classroom let them role play so that they could learn how to respond to the question easily	"Wood doesn't sink in the water?	Tell the students you don't understand " Sorry, I don't understand. Could you repeat it?
Recently mainstreamed ESOL students who learned English but aren't fluent will have more problems in responding to not only to higher cognitive questions but to simple factual recall questions as well because of the limited language abilities	Fitting questions to the students' level of English proficiency. Use more usual factual recall questions	Do the heavy things float or do the heavy things don't float?	Rephrase the question several ways until it is understood
lack of proficiency in English and using incorrect grammar can be seen by others as a lack of intelligence	Focus on the content and not on the grammar. Write responses on the board. Respond by modeling the answer in a right way	" Did the parents came inside? " Did the parents come inside? No, they didn't.	Be realistic about the impact you might have on student's grammar development. English is acquired slowly by interaction and practice. Use a lot of visual aid

Problem	solution	example	additional strategies
Sometimes LEP students don't participate actively because in their culture it isn't valued to be outspoken and draw attention	Ask students to role play about how lessons are conducted in their countries	"What do you think will happen if..	Provide your students with opportunity to answer questions. Learn more about classroom expectations in the countries they come from
In many cultures children learn from observation and imitation. LEP students nonverbal behavior cause miscommunication	Teachers can help by expectations of nonverbal behavior described in positive and nonjudgmental ways	When a teacher asks a question students should raise a hand and answer. How do you do in your country? Do you answer the questions?	Children cannot change their behavior immediately. Be patient.

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